

# Special Educational Needs and Disabilities (SEND) Information Report

Welcome to our SEND information report, which forms part of the Norfolk LA local offer for learners with special educational needs or disabilities (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015. The governing bodies of all maintained school proprietors have a legal duty to publish an information report on their website about the implementation of the governors' or proprietors' policy for learners with SEND. The information published will be updated annually. The information report also applies to all learners who are looked after by the local authority and have SEND.

For details of the Norfolk Local Offer please click here: [www.norfolk.gov.uk/SEN](http://www.norfolk.gov.uk/SEN)

At Churchill Park Academy we are all committed to working together with all our stakeholders to provide the very best opportunities for all children and young people.

## **CAPACITY**

Try my best

## **INCLUSION**

Learn together

## **INDEPENDENCE**

Do it myself

## **COMMUNITY**

Learn anywhere

## **EXCELLENCE**

For the future

To allow our students to:

- Maximise their capacity and achieve their best.
- Make a successful and confident transition into adulthood.
- Become confident, independent adults.

## Search our knowledgebase for frequently asked questions.

The needs of our young people

All students in CPA have an accompanying EHCP on admission to our school where by the SEND needs are identified and addressed.

Ongoing assessment of need is through identifying additional needs and adding these onto the pupils EHCP plan. Referrals and specialist provision systems are put into place accordingly.

A child or young person who has additional or special needs may need a specialist provision. This can depend on the level of need but generally if a child or young person:

Has a significantly greater difficulty in learning alongside their peers

Or

Has a disability that prevents or hinders them from accessing educational facilities generally offered to them and their peers at a mainstream school or post 16 institutions.

All our children and young people have a Statement of Educational Needs or Educational Health Care Plan which clearly details their additional needs, and how we can support them.

The needs of our children and young people are wide ranging and include:

- Sensory and physical impairment.
- Cognition and learning needs – including SLD, MLD, PMLD, SpLD and GDD.
- Communication and interaction issues – including ASD and ADHD.
- Social, Emotional and Mental Health needs.

### Parent and carer involvement in the child's education

The success of our the children and young people relies on strong links and relationships between school staff, governors, pupils, parents, carers and other health care professionals.

Parents and carers have the opportunity to consult

- On a daily basis via home school diaries, Evidence for Learning, via class e mails or by telephone before or after school.
- At any time preferably by making an appointment with the relevant member of staff
- Twice a year at parents evenings
- Annually at the Statement/EHCP review.
- Making comments and giving feedback to the class team using the Evidence for Learning app and Class Dojo
- Parent surveys
- Transition meetings

We also offer a number of parental advice/information coffee mornings to enable parents to meet with local providers and health care professionals, (who are also part of the Local Norfolk Offer), and who provide services to our children and young people with additional needs. Currently this is being done remotely.

### Pupil involvement in their education

Our children and young people are also consulted about their education and they have their opportunity to consult by

- Everyday involvement in class through their daily curriculum
- Attending and giving their views and opinions at their Statement/EHCP review

- During Personal, Social and Health Education lessons
  - Attending taster days and transition days at post 16 and post 19 providers
  - Through student council
- The annual review of the young person's Educational Health Care Plan will give the opportunity for parents, carers, students, teachers and all other professionals involved with the young person to review the and evaluate the progress over the course of the previous year. To evaluate outcomes and identify and set challenges and targets for the young person to work towards the following year. To plan who and what will need to happen to ensure our students have the very best support to succeed.

### Approaches to teaching

Churchill Park Academy caters for a range of unique learners who encompass a broad range of learning needs. At Churchill Park, we aim to offer a bespoke curriculum for each learner focused on their individual needs and strengths. Our classes are organised in pathways:-

- Experience (Pre-Formal)
  - Engage (Semi-Formal)
  - Enhance (Formal)
- According to their learning styles, preferences and readiness to learn. This allows pupils to work in a group with others of similar needs. Our staff uses a wide range of strategies to enable all out children and young people to access the curriculum, this may include using:-
- Visual timetable/Visual cues
  - iPad, laptops
  - Visual timetable
  - iPad, laptops
  - Positive behaviour approach
  - Workstations
  - Symbol based communication programmes such as PECS (Picture Exchange Communication System) and Communication boards
  - Augmented alternative communication
  - Total communication approach
  - Switch operated equipment
  - Intensive interaction
  - Intervener approaches
  - Hydrotherapy
  - Rebound therapy
  - Sensory integration
  - Objects of reference

- Body signing
- Story massage
- TACPAC
- Sensory Circuits
- Sensory approaches
- Educational visits
- Tactile cues

Training of staff is essential in meeting the needs of our children and young people. We have specially trained staff in a range of areas across the school.

Staff undergo a series of mandatory training in school to support the needs of its pupils. These include:

- Administration of medication
- Safeguarding
- Online Safety
- Prevent
- FGM

Additionally training throughout the year may include:

- TEAM TEACH
- Sexual Harmful behaviours
- Trauma Training
- Bereavement Training
- Pupil specific medication
- Moving and Handling
- Attention Autism
- TAC PAC
- Sensology
- Rebound Therapy
- Story Massage
- PECs
- Pupil specific moving and handling
- Intensive Interaction
- Resonance Board
- Sensory Story Telling

### A curriculum to meet our students needs

The Churchill Park Curriculum is a linear progression of skills, knowledge and content in English, Maths, Science, Humanities, PE and PSHE & Life Skills, for all pupils accessing subject specific curriculum working at a pre formal stage to those working formally at the KS3 expectations. This curriculum has been written by staff

at Churchill Park with contributions from our OT and SALT teams. It has been based on selected relevant content from the national Curriculum and other programmes of study, edited to ensure relevance and allow time to focus on a range of skills & knowledge.

This curriculum is delivered through a thematic approach following the school's long-term topic map. These topics have been selected by teaching staff to ensure the curriculum is kept relevant and engages pupils and prepares pupils with the functional skills and knowledge needed for adulthood. We have a range of topics in each Key Stage, tailored to suit age appropriate interests and developmental stages of pupils. Pupils will receive their full curriculum entitlement and exposure to the range of subjects through these topics, differentiated to a level that is appropriate to their development and ability, namely;

- Communication & English
  - Early numeracy skill & Mathematics
  - Science and Investigation
  - PSHE/RSE and Life Skills including Food Technology, IT and TITAN
  - Topic including Humanities – Geography and History (History will be taught through PSHE and English with the use of examples from history to illustrate key learning) and Creative Arts.
  - Religious Education (as agreed by the Norfolk Syllabus)
  - MFL – Sign Language
  - PE and Physical Development
- Pupils will also have enrichment activities as part of our school's curriculum including:

- Forest School
- Horse Riding
- Duke of Edinburgh
- Sailing
- Shakespeare Schools Festival
- School Choir
- Orchestra of the Age of Enlightenment
- Residential Trips
- Vocational Options in KS4
- Physiotherapy
- Hydrotherapy
- Rebound Therapy
- Allotment
- Swimming
- TITAN

In 2019 we introduced the Pathway Model including Personalised Learning Goals. Due to COVID 19 we have had to delay our evaluation of the effectiveness of this provision.

### Measuring success

We continually monitor pupil progress in a number of ways.

Every pupil at Churchill Park has a Personal Learning Goal (PLG) document. PLG's track a student's progress towards individual targets that are linked to the objectives of the pupil's statement of special educational needs or the outcomes on the Educational Health and Care Plan (EHCP). Senior Leaders and Teachers work with pupils and families to develop PLG's, which are SMART targets, based on the EHCP long term outcomes. Reviewing progress as a point in time assessment (PITA) towards EHCP targets is one of the two main summative assessment mechanisms we use at a whole school level. Towards the end of each term, teachers assess the progress the pupils have made towards meeting their particular targets and record it on Evidence for Learning.

SLT and teachers scrutinise the work of pupils each term to ensure students' learning is challenging, relevant and accessible.

We also monitor the success of other provision in school such as rebound therapy, alternative methods of communication such as eye gaze and other alternative communication methods etc.